DOCUMENT RESUME

ED 261 143 CE 039 375

AUTHOR Smith, Jeanne

TITLE Inservice Seminars for Tutors and Students to Increase Motivation and Retention in a Volunteer-Adult Literacy Program.

INSTITUTION Center for Literacy, Inc., Philadelphia, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE 84
CONTRACT 99-4017
NOTE 63p.; ABE 310 Mini Grant.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; *Adult Programs; Inservice Teacher Education; *Literacy Education; *Program Effectiveness; Program Improvement; Reading Instruction; *Tutoring; Tutors; *Volunteer Training; Workshops
IDENTIFIERS 310 Project

ABSTRACT

The purpose of this project was to strengthen a volunteer literacy council's ability to offer an innovative curriculum and program monitoring system that meets the total literacy needs of 0-4 level students, thus increasing student and tutor motivation and retention. The project designed volunteer staff training seminars to meet these objectives. Curriculum innovations were designed and implemented. A program monitoring system for testing and evaluation was put into operation. Tutors and students were offered three inservice seminars over a 12-month period. Each seminar was repeated in four different areas of Philadelphia for a total of 12 sessions. The first eight sessions were for tutors. The last four sessions consisted of separate meetings held simultaneously for tutors and students. Responses were positive when a follow-up survey on the last seminar was conducted. The retention rate for the 1983 program was 62 percent, 2 percent higher than the 1982 rate. More important, however, is the fact that the number of students more than doubled (from 399 in 1982 to 850 in 1983), with a 29 percent increase in retention in 1983 as compared with 1982. The project directors concluded that the inservice seminars increased the agency's capacity to expand and maintain a high retention rate because the seminars provided the support and motivation essential for serving more tutors and students. The appendix presents "How to Conduct 'Goal Setting and Study Skills' Inservice for Basic Literacy Students," by Rose Brandt. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261143

THE CENTER FOR LITERACY, INC.
3723 CHESTNUT STREET
PHILADELPHIA, PENNSYLVANIA 19104

Inservice Seminars for Tutors and Students to Increase Motivation and Retention in a Volunteer Adult Literacy Program

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

ABE 310 MINI-GRANT
FISCAL YEAR 1983-84
CONTRACT NUMBER 99-4017
AGENCY NUMBER 3-00-51-245-0

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by
Jeanne Smith, Project Director

This project was supported in part by Federal funds provided under Section 310 of the Adult Education Act of 1978 (P.L. 95-361) and made available to The Center For Literacy, Inc. under contract number 99-4017 from the Department of Education, Bureau of Vocational Education, Division of Adult Education and Training Programs of the Commonwealth of Pennsylvania. Opinions stated here do not necessarily represent policy of either The Center For Literacy, Inc. or the Department of Education.

CE039375

TABLE OF CONTENTS

Section	Page
Abstract	ii
Introduction	1
Purpose and Objectives	1
Time Frame	3
Personnel	4
Agencies Where Copies of This Report Are Filed	5
Chapter 1 The Inservice Seminars	6
Testing and Evaluation of Student Progress	6
Integrating Traditional Methods and Materials with a Student Centered Curriculum	12
Study Skills, Goal Setting and Functional Literacy for Student and Tutors	21
Chapter 2 Implementation of the Seminars	33
Chapter 3 Evaluation	36
Objective 1 - Design Seminars	36
Objective 2 - Implement Seminars	36
Objective 3 - Integrate New Curricula and Procedures into Total Agency Program	40
Objective 4 - Evaluate Seminars Effectiveness	41
Recommendations	52
Summary and Conclusions	54

ABSTRACT

Title: INSERVICE SEMINARS FOR TUTORS & STUDENTS TO INCREASE MOTIVATION AND RETENTION In A VOLUNTEER ADULT LITERACY PROGRAM

Address: The Center For Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA. 19104

Telephone: 215/382-3700

Project Director: Jeanne Smith

Duration of Project: 7/1/83 to 6/30/84

Funding: $16,500 (Federal) + $1,650 (Local Match)

Objectives: To strengthen volunteer literacy councils' ability to offer an innovative program monitoring system for 0-4 level students by designing and conducting 3 inservice seminars repeated in 4 different areas of the city. The topics offered were:

A) Testing and Evaluation of Student Progress
B) Integrating Traditional Methods and Materials With Student-Centered Curriculum
C) Study Skills, Goal Setting, and Functional Literacy for Students and Tutors

Description: This project addressed priority 11: volunteer staff development and innovative programming for volunteer literacy councils. Monitoring and tracking student progress and curriculum development are the two greatest needs for volunteer-staffed adult literacy programs that have a successful track record in recruiting, training and matching volunteer tutors to work with 0-4 level students. This project designed volunteer staff training seminars to meet the above objectives.

Target Audience: 0-4 level students benefitted from this volunteer staff development project.

Product (s): Training materials developed for three seminar topics are included in the final report and may be replicated.

Method of Evaluation: Evaluation was both formative and summative. A Seminar Feedback Survey was conducted in May 1984. Project Staff analyzed observations of workshop participants during workshop presentations. Survey responses were also analyzed. Agency procedures and curriculum innovation developed for the seminars was then integrated into the total program.

INTRODUCTION

Purpose and Objectives

1) Design in-service seminars for trained volunteers who are active literacy tutors. Seminars' over-all purpose is to increase motivation and retention of students by offering feedback about student progress and by improving the literacy curriculum. The seminars are designed as follows:

a) " Testing and Evaluation of Student Progress"

Students and volunteer tutors often express the desire to have some form of feedback about progress. At the same time, adult literacy educators are often asked by the public at large, " Does your program work?" Without some form of evaluation, literacy programs cannot account for their impact. This seminar topic discusses the pros and cons of testing, the tests this agency uses and why, and how to realistically interpret test results.

b) " Integrating Traditional Methods and Materials with a Student Centered Curriculum"

Traditional curriculum encompasses the basic phonetic building blocks of reading words by sounding individual letters and letter patterns. It also includes reading sight words. Stories contained in traditional curriculum based texts are programmed for reading level. The words in the stories represent the phonetic decoding and sight word skills taught lesson by lesson. Traditional curriculum methods and commericial workbooks are taught in volunteer tutor

pre-service training. However, these / methods do not consider individual students' own language, background and experiences, Student-centered curriculum does. That is, it uses as its core the knowledge, skills and language that the adult learner already has. It does not impose anything on the student. Traditional and Student Centered Curricula both contain important elements. When integrated, students get the benefit of both. Therefore, this topic was deemed essential for tutor inservice.

c) "Study Skills, Goal Setting and Functional Literacy for Students"

This topic addressed motivation and retention issues in adult literacy programs. Students' success is often hindered by lack of study skills or defined goals for participating in the program. Functional literacy goals are delayed until students reach a grade level compatible with their goal, and students lose sight of reading and writing relevance. Curriculum development for tutors currently working with individual students must enable the incorporation of student-centered goals, needs and interests into the tutorial sessions. Students must also receive information about how to study effectively and how to set short and long term goals.

2) Conduct each of the 3 seminars 4 times in 4 major community based learning sites for a total of 12 sessions.

3) Evaluate seminars' effectiveness.

4) Integrate new curricula and procedures into the total agency program.

Time Frame

The total time frame of the project was 12 months. Each seminar topic was designed and offered during a 2 to 3 month period. One month was used for evaluation.

The overall time frame for The Center for Literacy's implementation of the project was as follows:

Topic	Dates	Locations
Seminar 1: Testing & Evaluation	July & August 1983	Calvary Church Learning Center in West Philadelphia Frankford Library Learning Center in Northeast Philadelphia Nicetown Boys & Girls Club Learning Center in North Philadelphia Janes Memorial Education Center in Northwest Philadelphia
Seminar 2: Integrating Traditional Methods and Materials with Student-Centered Curriculum	October-December 1983	same as above
Seminar 3: Study Skills, Goal Setting and Functional Literacy for Tutors & Students	February-April 1984	same as above with the exception of the Frankford Learning Center. Tutors & Students at this Center were met with individually because of host agency scheduling difficulties
EVALUATION	May 1984	

Project Staff

Project Director:	Jeanne Smith, Reading Specialist and Education Director	
Assistant Project Director:	Rose Brandt, Counselor	
Project Staff:	Becky Eno	West Phila. Coordinator
	Bridget Martin	West Phila. Coordinator
	Dan Smythe	Northeast Coordinator
	Andrew Simmons	North Phila. Coordinator
	Velma Wood	Northwest Phila. Coordinator
	Keith McKinley	College Work-Study Project Evaluation Assistant
	Elsie Sermon	Staff Typist

Jeanne Smith and Rose Brandt designed and implemented the seminars. The project staff assisted with implementation at their learning centers and gave on-going feedback and suggestions to Ms. Smith and Ms. Brandt regarding seminar content and materials.

Copies of this report will be filed at the following agencies:

P D E - AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

E R I C
Educational Resource Information Index
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

The Center For Literacy
3723 Chestnut Street
Philadelphia, PA 19104

Laubach Literacy Action
1320 Jamesville Avenue
Box 131
Syracuse, New York 13210

Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203-2994

P A A C E
Tutors of Literacy in the Commonwealth
Special Interest Section
Box 3796
Harrisburg, PA 17105

CHAPTER 1

THE INSERVICE SEMINARS

1. "Testing and Evaluation of Student Progress"

A question often asked of adult literacy educators is "Does your program work?" Although we know that testing often intimidates and discourages adult students who had negative experiences in school, it is also true, that without some type of evaluation, literacy programs cannot account for their impact. Therefore, in addition to its initial reading test, The Center for Literacy tracks students' attendance patterns and evaluates progress at each 50 hour interval of instruction. Because the program is essentially tutorial, it was necessary to educate the volunteers in testing methods and materials so that they could actively support the process. The first inservice recruited and began the training of volunteer evaluators to work with the counselor in implementing the project.

The following pages contain the tutor information disseminated at this seminar.

TUTOR WORKSHOP The Center for Literacy

Testing and Evaluation

I Why Test? Please jot down your feelings regarding the testing of students.

PROS CONS

II Some useful Terms:

decoding - using knowledge of individual letter sound and/or patterns to break down unfamiliar words and then read them as whole units of meaning.

comprehension - understanding the meaning of what is read.

sight vocabulary - words the reader recognizes the instant she/he sees them.

criterion referenced test - measures specific strengths and weakness of an individual student.

standardized test - measures groups of students against each other, thus we get the "top ten" in a given class, state national sample, etc.

phonics - a method of teaching beginners to read and pronounce words by learning the sound value of letters, groups of letters or syllables.

III Tests CFL Uses and Why

*Regular Testing - (see next page)

Advanced Testing - writing sample, advanced comprehension, and comprehension, math, spelling.

*Regular Testing

Name	Focus	Results
WRAT	words - graded according to difficulty	grade level Standard measure
Botel Milestones	words in sentences/meaning this test contains six (6) sections of ten (10) sentences. It tests decoding words in sentence context of various degrees of phonetic difficulty.	decoding/comprehension ability
Sightword/Phonics Inventory	sightwords based on frequency of use in written English, and	common sightwords student knows or needs to learn
	Letter/sound recognition, visual and auditory	phonics ability for reading

REASONS FOR CHOOSING THE ABOVE TESTS:

a. Reading is viewed from three general areas of letters/sounds, words and sentences
b. not difficult to administer
c. not overly time consuming

IV Test Results - how they can benefit students and tutors

Choose one student from the profiles below and note some ideas about what you might plan for the student, considering the testing results.

CLARENCE age 45 Truckdriver	This student has a high sight vocabulary and strong ability in phonics. However, he did poorly when choosing the correct words for comprehension ability on the Milestones Tests.
MARY age 18 unemployed	Mary knew at least 100 words instantly by sight and got 80% average on the Milestones. Her phonics inventory indicated that she had very little knowledge of letter-sound relations.
WILL age 30	Will did well on the Milestones Tests because he is good at getting the meaning of words in sentences. He was also fairly good in phonics, except consonant blends, but his sight vocabulary for words in isolation, rather then in meaningful sentences, was poor.

STUDENT EVALUATION SHEET

Student's Name _____ Area _____

Tutor's Name _____ Number in group _____

Date _____ Tester's Name _____

Time in program _____ Months _____ Hours

Teaching materials/methods being used _____

Date _____ Tester's Name _____

Time in program _____ Months _____ Hours

Teaching materials/methods being used _____

Date _____ Tester's Name _____

Time in program _____ Months _____ Hours

Teaching materials/methods being used _____

Date _____ Tester's Name _____

Time in program _____ Months _____ Hours

Teaching materials/methods being used _____

WIDE RANGE ACHIEVEMENT TEST

Date				
Score				

BOTEL READING MILESTONE TESTS

Date				
A(sight)	%	%	%	%
B(CVC)	%	%	%	%
C(CVCe)	%	%	%	%
D(CVVC)	%	%	%	%
E(CVVC)	%	%	%	%
F(CCVVCCe)	%	%	%	%

INVENTORY OF BASIC READING SKILLS

1. New Instant Word List - Edward Fry

Date				
1st 100				
2nd 100				
3rd 100				

2. Hearing initial Consonants (circle known)

d g s m f h c j r b
p l n t w y k z v

3. Hearing final consonants (circle known)

d g s m f z c k l n
t b p

4. Blending Sounds

Date				
Score				

5. Visual recognition of consonant sounds (circle known)

b c d f g h j k l m
n p r s t v w y z qu

6. Reading Short Vowel Sounds

Date				
Score				

7. Reading Short and Long Vowels (circle known)

short a e i o u
long a e i o u

8. Reversals

Date				
Score				

9. Hearing consonant combinations (circle known)

sm dr th gr pl gl sk
ch tr pr sl str cl kl sk
wh fl cr kr wh scr skr sn
fr spl sh spr br sw bl sp

10. Visual Recognition of Consonant Combinations (circle known)

sh ch th wh sm dr gr
pl gl sk tr st pr sl
str cl fl cr scr sn fr
spl spr br sw bl sp

11. Reading Vowel Combinations, Vowels followed by "r"

Date				
Score				

BEST COPY AVAILABLE

The Center for Literacy

Student Evaluation - SUMMARY

Student's Name _____ Area _____ Date _____

Tutor's Name _____

Recommendation:

_____Language Experience _____Sight Words

Duet Reading

Patterns

Leisure Reading (Newspapers, Magazines, Paperbacks)

Skill Books

Functional Literacy Work

RSVP

Others:

Supplementary Workbooks

Test Scores: Scores may be obtained by calling CFL headquarters counselor or reading specialist or through your area coordinators

Comments:

COMMERCIAL TESTS USED TO EVALUATE STUDENT PROGRESS

WRAT (Wide Range Achievement Test)

Botel Reading Milestones Tests

Phonics Inventory by Lillie Pope

TABE (Test of Adult Basic Education)

2. "Integrating Traditional Methods and Materials with a Student Centered Curriculum"

The Laubach Way to Reading series is the traditional, core curriculum used in the 43 literacy councils across the state of Pennsylvania. Student centered activities, specifically the language experience story method are also utilized in many programs. However, these two methods often work in opposition to each other. For example, if student-centered methods are used, students enjoy the use of their own personally designed reading materials, but basic phonic instructions are either overlooked or seen as irrelevant. The purpose of this inservice workshop was to provide active tutors with information about how to integrate these two kinds of curricula so that their 0-4 level students may benefit from both. They were trained to design lessons that can be used with their individual students.

Jeanne Smith, Reading Specialist and Education Director, designed the following format for integrating traditional methods and materials with student centered curriculum. It presents the basic format with instructions and examples of how to actually integrate the two methods. It is primarily a curriculum resource material to be used by volunteers who will adapt it to their individual students.

INTEGRATING LANGUAGE EXPERIENCE STORIES WITH TRADITIONAL CURRICULUM

by JEANNE SMITH

GOALS: -Teach skills learned from the skill books by using the student's own words and stories.
-Teach or reinforce sight words
-Teach new sight words or any other activities students want to do.

MAKING IT WORK - DEVELOPING LESSON PLANS AND READING PROJECTS WITH THE STORIES

1) Collect stories as described on pages 14-16 excerpted from CFL Tutor Training Handbook.
2) Type the stories for easy reading.
3) Make a book of stories.
4) Read the stories, after a story is written and again after it is
   (a) read to the student, or/and
   (b) read with the student - duet reading, or
   (c) student reads - one line at a time, following tutor reading one line at a time:
      - entire story after tutor reads the entire story
      - independently
5) Teach a skill book lesson using examples from the story.

PROCEDURE FOR INTEGRATING STORY WITH SKILL BOOK

1. Check homework from previous lesson(s).
2. Teach the next skill book lesson or review a lesson.
3. Write a language experience story or re-read a story from your typed book.
4. link the story and reinforce skill book lesson.
   for example: Skill Book 1 - use words from the story to show the student more words from beginning letter sounds.
5. Link the story with any other activities the student wishes to do.
   for example: Skill Book 1-find the letters b, t, c in the example of beginning words found in the newspaper.

IMPORTANT

Read the examples of this procedure on the pages that follow. Please note that the same story was used to illustrate the procedure at three different levels. Any story can work at any level. Unless a student has specific questions, follow the skill book order when teaching examples.

EXAMPLE OF PROCEDURE

SKILL BOOK 1 LEVEL

(1) Check homework

(2) Review lessons 1-6 of Skill Book 1 and study sight words from the New Instant Word List.

(3) Write a language experience story and read it using the Duet Reading Method.

Example:

THE APARTMENT

by Susan Finkel

When I first moved into my apartment I had to buy a carpet for the living room. I was out shopping one day and just happened to see a carpeting store. I went in and picked out the color of carpeting I wanted and picked out the size I thought I needed. When I got home I realized it was about three feet too short for my living room.

(4) Link the Skill Book and the Story:

a) use words from the story to reinforce what was taught in 2 above.

letter	Skill Book Word	Story Word
f	fish	first
c	cup	carpet
sh	shop	shopping

b) Show the student that periods were used in the story the same way they were explained in Lesson 6 of the Skill Book. See Teacher's Manual for Book 1, page 23.

(5) HOMEWORK

a) Student reads the story and underlines as many sight words as have been learned. For example, the student may underline I, the, it, for, etc.

b) Student locates and underlines the periods in a very brief, large print newspaper article.

EXAMPLE OF PROCEDURE

SKILL BOOK 2 LEVEL

(1) Check Homework

(2) Teach Skill Book 2, Lesson 12 - the "ar" sound

(3) Write a language experience story and read it to the student once. Next, read the story with the student using the Duet Reading Method.

Example:

THE APARTMENT

by Susan Finkel

When I first moved into my apartment I had to buy a carpet for the living room. I was out shopping one day and just happened to see a carpeting store. I went in and picked out the color of carpeting I wanted and picked out the size I thought I needed.When I got it home I realized it was about three feet too short for my living room.

(4) Link the skill book lesson with the story:

a) use words from the story to reinforce what was taught in 2, above

Skill	Skill Book Words	Story Word(s)
"ar"	arm, farmer etc.	apartment carpet

b) use words from the story to illustrate other skills taught in lesson 12, for example: -ing endings may be illustrated by pointing out the story words "living" and "carpeting" (teacher's manual-Skill Book 2, page 64).

(5) HOMEWORK

a) assign Skill Book

Tutor types the story and/or student copies the story in his/her notebook.

EXAMPLE OF PROCEDURE

SKILL BOOK 3 LEVEL

(1) Check Homework

(2) Teach Skill Book 3, Lesson 8 ee=ē

(3) Write a language experience story. Read it to the student. Next, the student reads it independently.

Example:

THE APARTMENT

by Susan Finkel

When I first moved to my apartment I had to buy a carpet for the living room. I was out shopping one day and just happened to see a carpeting store. I went in and picked out the color of carpeting I wanted and picked out the size I thought I needed. When I got home I realized it was about three feet too short for my living room.

(4) Link the skill book lesson with the story:

a) use words from the story to reinforce what was taught in 2, above.

skill	Story Word(s)
ee=ē	needed

b) teach the directed silent reading activity on page 55 of your Skill Book 3 Teacher's Manual, but use the language experience story in addition to the skill book story.

(5) HOMEWORK

a) Student looks in the newspaper and cuts out any advertisements s/he finds for carpeting.

b) Student reads the story and underlines as many sight words s/he has learned. For example, the student may underline words such as: I, the, it, for, etc.

excerpt from: The Center for Literacy

Tutor Training Handbook, 1982-83 edition

THE EXPERIENCE STORY

How To Get It Down On Paper:

You can build an entire lesson around your student's experience story, or you can do an experience story when your student is feeling especially frustrated or finding it hard to concentrate. Try it both ways and see what works best. Whichever way you decide to go, use experience stories frequently.

1. If this is the first time you are doing an experience story with your student, tell her she will be doing something new and different. Explain that you will be her secretary for a while, writing down just what she says, as she tells about something meaningful to her. Tell her that after she has finished her story, you will show her what you have written and use it for a reading lesson, just like a textbook, but in her own words.

2. "Is there something on your mind you'd like to write about?"

Often, this question is enough to start an experience story. If not, cue her with one of the story starters we supply on the next page. After you've been doing this for a while, you'll probably find it natural to think up your own starters - or your student will.

3. Write down what she says, word for word, without changing the "grammar," but spell each word correctly - even if your student does not pronounce each word in the standard way. (One permissible editing trick: Keep sentences realitively short by eliminating excessive "and s").

Print as neatly as you can, skipping a space between each line. Don't hesitate to ask your student to slow down - tell her you can't write as fast as she talks.

4. If your student is hesitant or needs some prompting, ask her some questions about her topic which will help her continue, as you would in a conversation. Don't write down your questions unless they are necessary for the sense of the story.

5. Finish at what seems to be an appropriate point (no longer than one paragraph for a beginning reader), and ask your student for a title.

6. Now turn to "After the Story is Written".

THE EXPERIENCE STORY (cont.)

Story Starters:

Here are a few ideas. As you get to know your student and this method, you will be able to add to the list.

1. Let a story begin as a reaction to the learning situation. The student can talk about what brought her to her decision to "go back to school", the frustrations of being illiterate, the frustations of being an adult student, and the joys of making progress.

2. Ask your student about her school memories - favorite/least-liked teacher, etc.

3. The area of health can initiate many stories. How many people can resist a chance to talk about...
   "My operation"
   "How I was treated in the hospital"
   "I do/don't trust my doctor"

4. If your student is a parent:
   "What I do when the kids act up"
   "How the kids get along in school"
   "Funny things my kids have said"
   "What I want for my kids that I didn't have"
   "How each of my children has a different personality"

5. Talk about changes:
   "How things have changed in my neighborhood"
   "People need/don't need change"
   "How this city is different from where I used to live"

6. Often, hobbies, crafts, and interests pursued in spare time are very important to people. Ask about these. Sports could make an exciting subject.

7. A story can begin with a question like "How do you keep from being ripped off?" and lead to a lesson on consumer survival skills. Or try:
   "The time I got behind in my bills"
   "How I would advise someone who's looking for a new house/apartment"
   "How to find a real bargain"
   "The time the door-to-door salesman came"
   "Advice I'd give about buying insurance (or a car or appliance)"

After you have read and studied the story, you'll have the basis for a lesson on reading ads, credit, banking, etc. You'll find out what she knows and which areas she'd like to be better informed on.

8. Travel experiences can be fun to relive by telling about them.

9. Some stories aren't experiences, but wishes and plans, like:
"My New Year's resolutions"
"What I would change if I were mayor/governor/president"
Many stories begin with "What I think of (fill in a current issue)".

10. Unusual photographs from magazines or newspapers can start a story for a student reluctant to speak about herself.

THE EXPERIENCE STORY (cont.)

After the Story is Written:

Even if there's no time for the steps which follow, this first one is essential as a follow-up to each experience story:

1. Reading
   A. If your student is a beginning reader, or lacks confidence in her reading ability, read the entire story over to her, indicating each word with your finger as you read. Next, ask her to read it back to you. If that's too hard, read it sentence by sentence, instructing her to read each sentence after you; then, if you think she's ready, have her read the complete story. Don't be too disturbed if you think she's reading from memory - this is part of learning how to read. Above all, don't make this a discouraging experience by pushing your student to read more than she's comfortable with.
   B. If your student is reading with confidence, ask her to read the story to you without preparation. Be ready to help with the difficult words. Remember, most skill book stories use a controlled vocabulary, but an experience story is written without regard for reading level or reading vocabulary.

2. Phonics/Word Patterns
   The experience story your student has written can be a valuable tool for practicing the skills she has learned from textbooks. For example:
   A. Select words which begin or end with consonants or digraphs your student has been learning - or ask her to find them.
   B. Find words that contain short or long vowels.
   C. Find words that contain vowel combinations or consonant blends your student has studied.
   D. Have your student divide the longer words into syllables.
   E. Find some words in the story that fit into various word patterns. With your student, generate a list of rhyming words.
   These suggestions are only a few of the many phonics practices for which the experience story can be used. Invent some of your own!

3. Word Bank/Sight Words
   The experience story provides an excellent opportunity for the student to learn words relevant to her own life. Ask her to pick a few words from the learned words relevant to her own life. Ask her to pick a few words from the story which she would like to learn - no matter how difficult. Teach them as sight words OR help her recognize familiar letter groupings within the word, and have her practice spelling and reading each one. Limit the new words to eight or fewer per story so as not to tax the student, and write them down

in a permanent list (the "Word Bank.") Review these words often, and include them in regular spelling quizzes. To check on word recognition, re-write the story, omitting the sight words. Then ask the student to fill in the appropriate words from the list.

4. Handwriting
If your student is in need of handwriting practice (printing or curvise), copying her experience story would make an excellent homework assignment.

NOTES:

1. If you have access to a typewriter, type the stories. They're easier to read, and many students are delighted to see their own words in "print".

2. Keep all your student's experience stories together and bring them to every lesson for review. (Or ask your student to keep them).

3. "Study Skills, Goal Setting and Functional Literacy for Students and Tutors"

In order to enable students to fully participate in the program, the Center for Literacy designated study skills and goal setting to be key topics for a student inservice. Past experience with tutors indicated that many students were dedicated but disorganized, forgetful about homework and sometimes unable to concentrate. Study skills techniques were offered to students as a realistic way of overcoming some of these obstacles.

Another curriculum need indicated by volunteer tutors was that of goal setting. For example, students who want to obtain a G E D do not recognize their short term accomplishments or become frustrated in a 0-4 program. However, much can be accomplished on a 0-4 level including a great deal of functional literacy kinds of activities. Students and tutors both discussed how to set short term goals and were prepared to reevaluate these

goals at the 50 hour evaluation. The next evaluation was that students can better identify and regonize their short term accomp'ishments, even if a long term goal is important to them. Tutors are better able to plan for their individual student's personal functional literacy needs.

This workshop was divided into two parts: a tutor seminar and a student seminar. Many tutors and students attended the seminars in place of one regularly scheduled meeting.

Students were asked to think about goals and identify a goal to fit each box. Short term goals are very difficult to identify.

Goal Setting

this affects studying because we need a goal when we sit down to study. Once we have a goal we can draw up a plan.

month from now

at the end of this workshop

BEST COPY AVAILABLE

Skimming and Scanning

(1) Lillian (2) Beatrice (3) Gloria
(4) Katherine (5) Hilda (6) Susan
(7) Lisa (8) Lauren (9) Annette
(10) Dotty (11) Meg (12) Carol
(13) Martha (14) Julie (15) Anne
(16) Vicki (17) Sandra (18) Sharon
(19) Rae (20) Lee (21) Nan
(22) Toni (23) Leonore (24) Alice
(25) Jo (26) Sara (27) Andrea

Contents

Are You Ready for This? iv
Unit 1 Saving Your Money 1
Unit 2 Paying Your Bills 17
Unit 3 Buying on Credit 34
Unit 4 How Safe Is Your Home? 48
Unit 5 What About the Baby? 62
Unit 6 Smoking, Drinking, and Using Drugs 78
Unit 7 Our National Government 95
Unit 8 Our Court System 109
Unit 9 Paying for Government 123
Unit 10 Pollution and Resources 134
Unit 11 Who Will Help? 147
Unit 12 American Labor Unions 160
Unit 13 Labor and Management 170
Check It Out! 181

INDEX

Abbreviations, 154, 160-162
Acronyms, 154
Alphabetizing, 90, 153
Antonyms, 134–136

Cause and Effect, 57–59, 67–69, 82–83, 87–89
Classifying Information, 90, 150–151
Compare and Contrast, 10–19, 36–37, 100–102, 126, 127, 140–143, 152, 162–163, 174
Context Clues, 11–13, 153–156

Drawing Conclusions, 7, 25, 43–44, 49, 51, 73–75, 98–99, 137–139

Fact and Opinion, 69–72
Filling in a Form, 20–21, 26–27, 40, 128–130
Following Sequence, 5–6, 8, 23–24, 30, 37–38, 62–66, 101–105

Getting the Facts, 89, 95–98, 109, 110, 123–125, 147–150

Helping Terms,

Interpreting an Ad, 163–167
Interpreting Statistics, 78–81
Interpreting a Visual, 4–5, 9–10, 22–23, 24–25, 39–40, 45, 52–55, 84–85, 112, 113, 141

Main Idea and Supporting Details, 2–3, 116
Making Comparisons, 28
Making Computations, 29, 30, 42, 45, 84–85, 176
Making Inferences, 56, 86, 114, 115, 176–177
Multiple Word Meanings, 35–36

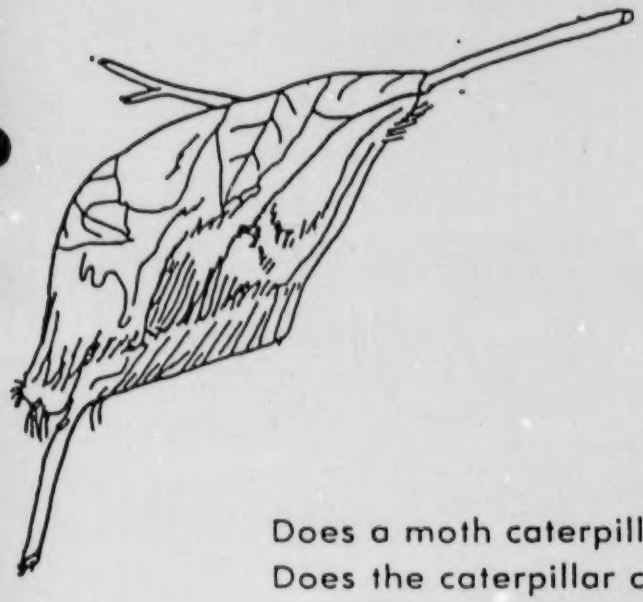
Reading a Chart, 162–163, 175–176, 177

Synonyms, 49–50, 134–136

Understanding Details, 37–38, 102–103, 111, 112, 113, 175
Using the Dictionary, 81

Vocabulary,
consumer economics, 18–20, 35–36
government and law, 106, 117–118, 131
health and safety, 81
recreational knowledge, 170–173

BEST COPY AVAILABLE



From Caterpillar to Moth

Does a moth caterpillar make a road?
Does the caterpillar change inside the cocoon?
Does the silk thread come from the trees?

A caterpillar stays in its cocoon all (winter, summer).
The caterpillar in the cocoon changes into a (moth, butterfly).

Your Questions

A moth caterpillar's body makes a fine silk thread. After it eats and grows for many days a caterpillar covers its whole body with the silk thread. Now, the moth caterpillar is inside a silk shell called a cocoon.

The caterpillar stays inside the cocoon all winter. The caterpillar slowly changes. At last, the caterpillar becomes a moth. Then the moth comes out of the cocoon.

Sequence

It was raining all day, and the weather was *inclement* at night too. Leaving the house, one flea said to another: "Do we walk or take a dog?"

a. clear
b. sunny
c. rainy

This is a dogwood tree. You can *detect* that by its bark.

a. tell
b. ignore
c. worry

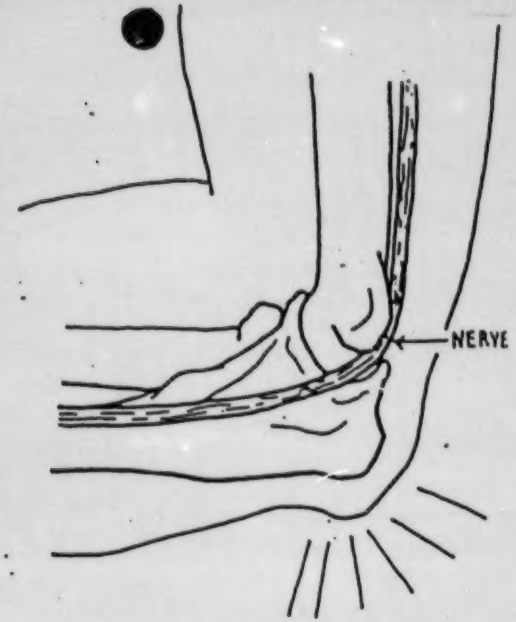
grouping ideas

aspirin
cough syrup
pancake syrup
nasal spray
cold tablets

_____

fry
hard boil
poach
preach
scramble

_____



YOUR "CRAZY BONE"

28

Your Questions

If you bump your elbow, you feel a strange pain. Your arm may feel silly for a few seconds. You say that you hit your "crazy bone." But your "crazy bone" is not really a bone. Your "crazy bone" is really a bundle of nerves.

Nerves from your fingers and arm must cross your elbow to get to your brain. When you bump your elbow, the nerves are all bumped. Then all the nerves send pain messages at the same time and your arm feels "crazy" for a few seconds.

Notes

BEST COPY AVAILABLE

Seminar 3: Sample Agenda

STUDY SKILLS AND GOAL SETTING FOR STUDENTS

Center For Literacy, North Philadelphia

March 21, 1984

1. Brainstorming — 10 Minutes

2. General rules — 10 Minutes

3. Specific Techniques — 40 Minutes

   a) S-S-S
   b) S Q 3 R

(See Appendix, pages 56 ff., for directions on using the handouts on the previous pages for this workshop).

WORKSHOP FOR TUTORS:
HELPING STUDENTS SET GOALS

Discussion Questions

1) Why did your student decide to come for tutoring?

2) What is your student reading during your tutoring sessions?

3) Are you aware of what your student is or might be reading outside tutoring sessions? (include homework)

4) According to your student, what is important for him/her to read? This answer does have to coincide with what s/he is currently reading.

5) Do you spend time with your student reading, writing or computing things that s/he has a special interest in?

   If no, why?

6) What have you and your student read or worked on that s/he really seemed to like?

7) What have you and your student read or worked on that s/he did not seem to like?

8) Regarding questions 6 & 7, do you feel that your communication with your student is open enough that s/he has input into the contents of a lesson?

9) What things are you planning on doing in future sessions that you have not yet started? Why have you not yet started?

10) What is your student reading now that s/he could not do before tutoring? List which of these things can be done independently or with help.

   Independent With Help

11) How do you feel tutoring has helped your student emotionally, psychologically, socially?

12) How has being able to read, write or do math better helped your student?

13) How has reading, writing or math or the lack of these skills affected your student's job situation/possibilities?

STUDENT GOALS

STUDENT_____ DATE OF FIRST MEETING_____
TUTOR_____ TODAY'S DATE_____

Please check any of the following successes and don't forget comments at the end!

HAS YOUR STUDENT:

1. Improved his/her basic skills for personal satisfaction and self confidence
   Improved his/her basic skills in English as a Second Language
   AND/
2. Obtained or improved abilities in:
   a) government and law, for example
___ 1) completing tax forms
___ 2) knowledge of legal documents/contracts
___ 3) where to go for legal advice
___ 4) got a social security number
___ 5) others: _____

   b) community resources, for example
___ 1) obtained a library card
___ 2) reading church bulletins
___ 3) using the telephone book
___ 4) using classified ads

   c) consumer economics, for example
___ 1) reading grocery ads
___ 2) cutting and using coupons
___ 3) finding sales, in general (clothes, drug store needs, etc.)
___ 4) reading directions on cleaning and other products
___ 5) reading and paying bills (gas, electric, telephone)
___ 6) car maintenance
___ 7) other: _____

   d) parenting
___ 1) helping children with homework
___ 2) reading to children
___ 3) reading about children and parents
___ 4) reading school notices

   e) occupational knowledge
___ 1) studying job related vocabulary
___ 2) writing a job resume
___ 3) interviewing
___ 4) knowledge of unions
___ 5) knowledge of net/gross pay
___ 6) others:_____

   f) health care
___ 1) directions on medicine bottles
___ 2) nutrition/following recipes
___ 3) dental care
___ 4) first aid
___ 5) safety for children/aged
___ 6) others: _____

STUDENT _____ TUTOR _____

___ ___ 3. Entered another education/training program (i.e., cosmetology, nurse's aide, computer school) specify: _____

_____ 4. Entered another level of adult education (i.e.,A.B.E.,G.E.D., Community college classes) specify: _____

_____ 5. Obtained a G.E.D.

SOCIETAL

_____ 1. Voted for the first time
_____ 2. Received a driver's license
_____ 3. Read Bible verses
_____ 4. Received U. S. Citizenship
_____ 5. Joined a community group
_____ 6. Other: _____

ECONOMIC

_____ 1.Learned to sign his/her name to a check or money order, for instance
_____ 2. opened a bank account
_____ 3. Was removed from D.P.A.
_____ 4. Got a job
_____ 5. Got a better job/position
_____ 6. Other: _____

FUNCTIONAL LITERACY

_____ 1. Telling time
_____ 2. Learning the days of the week and the months of the year
_____ 3. Other: _____

THIS IS THE MOST IMPORTANT ITEM: Please include any other comments, achievements, or questions - a quote from the student would be helpful.

CHAPTER 2

IMPLEMENTATIONS OF THE SEMINARS

Each of the 3 seminar topics was presented 4 times. The Center for Literacy currently operates learning centers in 16 different sites. Four of these sites are the major learning centers in their geographical areas of Philadelphia. They are: North, Northeast, Northwest, and West areas of Philadelphia. Center City and South Philadelphia tutors and students were invited to the West area seminars. Holding the inservices in the 4 major learning centers made it convenient for more people to attend.

The first 2 seminar topics were offered Saturday morning. The last topic which was for both students and tutors was offered on weeknights, in place of a regularly scheduled tutoring session.

The dates and times for the seminars were cleared with the agencies which house the learning centers.

The dates for the workshop were published in the agency newsletter. Individual letters were also sent out two weeks before every scheduled seminar in each area of the city.

Seminar topics were researched by Jeanne Smith and Rose Brandt. Handouts presented at the seminars were adapted from commercial materials or written especially for the seminars. Ms. Smith and Ms. Brandt consulted with each other and with learning center coordinators about the contents of all the seminars.

Physical space in each of the respective learning centers varied, depending on the facility. In all cases, chairs and black boards were available. In some cases, desks and tables were used, but this was not essential. Refreshments were always available.

Presentation formats for all the seminars included:

1. Introductions
2. Agendas
3. Opening discussions, questions, concerns
4. Presentations by reading specialists and/or counselor
5. Activities to "try out" new ideas for specific students
6. Discussion and feedback of 5, above
7. Closing questions and answers

Every participant received handouts and an opportunity to discuss how the specific topic was relevant to their individual students.

CHAPTER 3

EVALUATION

All project objectives were successfully met. Comments about each seminar and the extent to which objectives were met vary from learning center to learning center. The overall purpose of the project, as designated in the proposal was to strengthen a volunteer literacy council's ability to offer an innovative curriculum and program monitoring system that meets the total literacy needs of the 0-4 level student, thus increasing student and tutor motivation and retention. The 3 seminar topics discussed under objective 1 were designated to be the most essential next steps in CFL's already successful program, to fullfil the purpose of the project.

OBJECTIVE 1: Design seminars

Design three inservice seminars in the following areas:

A) Testing and Evaluation of Student Progress

B) Integrating Traditional Methods and Materials within a Student Centered Curriculum

C) Study Skills, Goal Setting and Functional Literacy for Students and Tutors.

All seminars were researched and designed with on-going counselor, reading specialist and learning center co-ordinator consultation and feedback. Improvement in these areas was not only possible when the seminars were available, but each topic, after it was presented, became an integral part of CFL's overall procedures.

OBJECTIVE 2 Implement Seminars

Conduct 3 seminars at four major learning centers for a total of 12 sessions.

The first 2 seminar topics were for tutors. The third topic was a 2 part in-service, which consisted of one meeting for students and one meeting for tutors. Both meetings were offered at the same dates and times in a given learning center, but in different rooms.

With the exception of one session, all the seminars were conducted. One session did not take place due to scheduling difficulties at the agency housing the learning center. In lieu of a group meeting the coordinator for that site met with tutors individually to discuss the contents of the inservice. The students' portion was scheduled for a date, not within the time frame of this project.

The first 2 topics were offered at 10:30 am, on Saturday in all the learning centers. The 3rd topic was offered on weeknights and was suggested to be attended in place of a regular teaching session.

Attendance at the workshops is as follows:

A) Testing and Evaluation of Student Progress

Calvary Learning Center 11
West Philadelphia

Nicetown Boys & Girls Club 6
North Philadelphia

Frankford Library Learning Center
Northeast Philadelphia 12

Janes MemorialEducation Center, Northwest Philadelphia 21

B) Integrating Traditional Methods and Materials within a Student Centered Curriculum

West Phila. 20 North 3*

Northeast 15 Northwest 20

*Notices for this sessions were delayed; thus, good attendance was curtailed

C) Study Skills and Goal Setting for Students

West 31 North 9

Northeast Northwest 29

Goal Setting and Functional Literacy for Tutors

West 34 North 8

Northeast-done individually for 20 tutors Northwest 33

Comparisions of Attendance

area	Seminar A	Seminar B	Seminar C Tutor	Student
West	11	20	34	31
Northeast	12	15	20 done individually	
North	6	3	8	9
Northwest	21	20	33	29
time held	Saturday 10:30 am 12:00	Saturday 10:30 am 12:00	Weeknight-evening 6:30-8:00 pm	

It is clear from looking at the Comparisons of Attendance Chart that better attendance patterns occurred when the inservices were held on weeknights when tutors and students could both attend a meeting and when meetings were attended in place of a regularly scheduled teaching sessions. Meetings scheduled on Saturday mornings add another time commitment that volunteers may not be able to meet. Also, when both tutor and student have a seminar, both can benefit, rather than one or the other missing a session.

Another program evaluation concern involved attendance patterns in the North .

Seminar B. In this area the notices were in the agency newsletter, but the individual letters were delayed.

Conclusion : Depending on the geographical area that a given council covers and length of time between newsletter mailings and announcements, individual letters with 2 weeks notice of a meeting time are a more efficient notification of a meeting.

OBJECTIVE 3: Integrate New Curricula and Procedures into the Total Agency Program

Seminar A:

"Testing and Evaluation of Student Progress" was presented, first, in order to inform tutors of CFL's 50 hour testing and evaluation program for students. Volunteers that were just getting underway were introduced to the tests used and how the test could help students. The general information available at this inservice seminar then became a part of CFL's regular pre-service tutor training workshop. Six volunteers who attended these seminars volunteered to become fully trained in testing and evaluation procedures. After being trained, 5 volunteers donated up to six months in helping co-ordinate testing & evaluation of student progress.

Seminar B:

" Integrating Traditional Methods and Materials within a Student Centered Curriculum" also became a part of CFL's regular pre-service tutor training workshop. Innovative curriculum strategy for in-service training of tutors is necessary for experienced tutors. This particular seminar was orginally designed as a means of improving the pre-service training of tutors. It was offered as an inservice for experienced tutors who did not received the information during their pre-service training.

Seminar C:

"Study Skills, Goal Setting and Functional Literacy for Students and Tutors" was designed in response to many students'

and tutors' voiced concerns about the students' motivation for being in the program and the learning behavior necessary to successfull complete the program. Goal Setting and Functional Literacy is currently discussed in the pre-service training and has become a mo integral piece of the Testing and Evaluation component of CFL's overal program. Goal Setting and Study Skills for Students was met with gre enthusiamand students requested more seminars in this area, which wer subsequently designed.

OBJECTIVE:4 Evaluate seminars' effectiveness

Learning center coordinators received positive feedback from all who attended seminars at their respective learning centers. The Project Director and Assistant Project Director often heard comments such as, "We should have more of these" and "We enjoy being with other people who are doing the same things".

In May of 1984 a seminar feedback survey was conducted. It was done by telephone and aimed at tutors who attended the last seminar, "Goal Setting and Functional Literacy". Twenty-eight tutors we reached. The following 8 questions were asked:

1) Is there anything specific you can tell us regarding what you learned during this inservice?

2) What have you used during your work as a tutor that you learned during this inservice?

3) How has it helped your students?

4) Did your student attend the student session on study skills and goal setting?

5) If yes, how has your student benefitted from attending this session?

6) How would you suggest CFL improve its inservice program for tutors & students?

7) Do you think tutor meetings in general are important for you? Why or Why not?

8) Do you think it would be a good idea to continue student inservices? Why or Why not?

What follows is a compilation of the 28 responses given for each question.

Question 1 Is there anything specific you can tell us regarding what you learned during this seminar?

Summary

Tutors gave a variety of answers regarding what specific things they learned during the inservice. Eight tutors gave specific answers dealing with the topic of the Goal Setting and Study Skills and Functional Literacy for Students and Tutors. Three tutors mentioned that what they learned from other tutors was most beneficial. Seven tutors made general statements about learning new ideas or reinforcing previously learned teaching methods. Three tutors made positive comments about student "perseverance", willingness and "internal desire to learn". The remaining 7 tutors had no comments or nonspecific answers.

Conclusion:

Twenty-one out of twenty-eight tutors were able to state specific things they learned at the seminar. Most of what was learned was specific to the topic of the seminar, but there were also a lot of general comments. Tutors benefit from specific topics, sharing from others and reinforcing what was learned earlier.

QUESTION 2 What have you used during your work as a tutor that you learned during this inservice?

Seven tutors mentioned using language experience more often. Six tutors said they used what they learned from other tutors. Three tutors mentioned using more phonics or Laubach material. Five tutors said they used more varied teaching methods, new approaches, building words, plays and conversational readings. One tutor mentioned obtaining job related material and one mentioned developing writing and spelling skills with a student. The remaining five tutors had no comments or gave non-specific answers.

Conclusion:

It appears that in most cases, tutors benefitted from the seminar as review of previously learned approaches, rather than learning a new topic. The new topic was addressed in the context of previously learned approaches. It is not clear which of the two aspects predominated: new topics or the reviewof previously learned approaches. However, it is possible that a new topic presented in the context of what tutors already know offers a fresh perspective on the relevance and importance of the older material and what people know best is what they relate to.

QUESTION 3 How has it (your attending a seminar) helped your student?

One tutor said that his student received a promotion on his job. Twelve tutors said students were either more relaxed, are improving, or have positive attitudes. Six tutors said "Yes" students did benefit but didn't specify how. One tutor who works with a group said students help each other now. One tutor said that the student is more interested because he is working on things that apply to life situations. The remaining seven tutors had no specific comments.

Conclusions:

Twenty-one out of twenty-eight tutors felt that their students benefitted. It is not clear that the student who received a job promotion received it because of his tutoring or that students are more relaxed and have positive attitudes because their tutors attended a seminar. It is possible to conclude that seminars offer support to tutors, who in turn "relax", have more positive attitudes themselves and that, in turn, is felt by the student.

QUESTION 4 Did your student attend the session on Study Skills and Goal Setting?

Sixteen tutors said "Yes", their students did attend the student internship. Two tutors said their students were ill, and five tutors said no (student did not attend). Three students were not notified and two were not sure if their students attended the workshop.

Conclusion:

Almost half of the tutors surveyed had students who attended, no reason were stated as to why, so no conclusion can be drawn. The claim that three students were "not notified" was an error, since instructions were on the tutor's announcements to inform their students of the student workshop. Since then, however, the agency's policy is to send all information to both tutors and students. The reason that 2 tutors were not sure if their students attended the seminar is questionable. On the night of the seminar they may not have seen the student enter the building. However, this survey was done at least one month after the seminar. This warrants concern about the apparent possible impact or lack of impact the seminars had or the level of communication between tutor and student.

QUESTION 5 If yes, how has your student benefitted from attending this session?

Two tutors remarked about students' having a positive attitude and enthusiasm. Four tutors said students enjoyed meeting other people (students) with similar problems. Four gave positive feedback but no comments. Twelve tutors gave no answers 9 of their 12 students did not attend. Two tutors were not sure if their students had benefitted from attending. Three tutors said students had not benefitted but only one out of the three was specific in saying that the student had not benefitted because the reading levels of the materials were too high.

Conclusion:

Nineteen tutors had students who attended the seminars. Half (9) gave positive feedback that students benefitted. Although 2 were not sure if the student benefitted, it can be expected that benefits would be readily apparent. The tutor who remarked that materials in the seminar were above the student's reading level allows us to conclude that a variety of levels of materials would be beneficial to students in seminars or different seminars need to be offered at various levels.

QUESTION 6 How would you suggest CFL improve its inservice program for Tutors and Students?

Three tutors said it would be helpful for the agency to compile tutor suggestions. Seven tutors said they would like more seminars, perhaps at varied (day or night) times or they asked if sessions could be kept on weeknights (see recommendations). Seven tutors suggested more student incentives, more communication with the agency, public relations and availability of materials. One tutor suggested joint tutor-student meetings.

Conclusion:

Most tutors either want more seminars, a variety of scheduling options, more communication and more support for students.

QUESTION NO: 7

DO YOU THINK TUTOR MEETINGS IN GENERAL ARE IMPORTANT FOR YOU? WHY OR WHY NOT?

Responses:

1.) The meetings are not held often enough to give a valid opinion.

2.) Yes, able to learn & get to meet other tutors.

3.) Yes, a good opportunity to meet other tutors.

4.) Yes, learn new ideas.

5.) Yes, tutors get to share ideas.

6.) Yes, need to feel more connected to staff from CFL. Feels isolated from staff of CFL when only working with student on one to one basis.

7.) Yes, enjoyed meeting with other tutors and sharing ideas.

8.) Yes, able to learn about new material.

9.) Yes, exchange ideas.

10.) Not sure, only attended one meeting.

11.) N/A

12.) Yes, they are important. A good time to share experiences & boost morale.

13.) Yes, gives tutors some guidance.

14.) Yes, able to meet with other tutors & share ideas.

15.) Sometimes, gives you a positive feeling about helping someone else.

16.) Yes, (not specific).

17.) Yes, CFL taught me how to teach properly.

18.) Yes, a good source of motivation.

19.) Yes (Not specific).

20.) Yes, hear other tutors' approaches.

21.) Yes, contact with other tutors & share ideas.

22.) Yes, learned new concepts.

23.) Yes

24.) Yes, keep students enthused.

25.) Yes, share experiences.

26.) Yes, good way to meet other tutors.

27.) yes, nice to exchange ideas.

28.) Yes, updates on what changes happen in teaching methods.

See Summary and Conclusion p. 54.

QUESTION NO: 8

DO YOU THINK IT WOULD BE A GOOD IDEA TO CONTINUE STUDENT INSERVICES? WHY OR WHY NOT?

Responses:

1.) N/A

2.) Yes, students get to meet other students.

3.) Yes, students, get additional input from other students.

4.) Yes, it helps.

5.) Not sure, (only has one student).

6.) Yes, but students should be notified promptly.

7.) Yes, students get a chance to meet other people similar to to them.

8.) N/A

9.) Yes, students feel less apprehensive about being in a reading program.

10.) Yes, (not specific).

11.) Yes, students enjoy mutual feed back.

12.) Yes, helps reinforce students goal/objective.

13.) Yes, they are beneficial to some students. Some areas don't stimulate all students.

14.) Yes, allows students to meet people who also have the same problems.

15.) Yes, (not specific).

16.) Yes, good learning experience for students & teachers.

17.) Yes, because students need to improve study skills.

18.) Yes, for students to meet other people.

19.) Yes, if it helps...

20.) Yes, the session was really interesting to my student.

21.) Yes, students & tutors make contact.

22.) Yes, students motivated

23.) Yes, if student finds comfort in knowing other people with similar problems.

25.) Yes

26.) Not sure

27.) Yes, discussions that are informal really motivate students.

28.) N/A

See Summary and Conclusion p. 54.

Recommendations

- Weeknight evenings are better times for inservices, than Saturdays. This holds true if, the inservices are held in place of a regular weeknight tutoring session since volunteer time is often limited and Saturday is an added commitment. It is also recommended that meetings for tutor and students be held at the same days and times. whether they are combined meetings or separate meetings so that both groups may benefit.
- Individual notices are more effective than newsletter announcements if the newsletter reaches a wide geographical area. Newsletter announcements can get lost among other printed advertisements and articles or become dated in bulk mailings. Individual letters mailed with 2 weeks notice and clear, attractive announcements of inservice dates and times will enable better attendance.
- When choosing topics for inservices, consider agency changes in curriculum or any type of program realignment. Inservice topics can be used to inform current volunteers and students of changes before they become integral program parts that new volunteers and students will learn when they enter the program.
- Inservice seminars can be used for recruiting volunteers who may wish to become involved in new program efforts.
- A theme that emerged out of the various comments tutors made about the seminars is "learning from other tutors". Tutors may want to have their own sharing meeting where there is not a formal presentation. Agencies may also want to

facilitate tutors' compiling their own lists of tutoring suggestions and circulate the suggestions to the other tutors in the agency.

- Well planned, well run inservice seminars can be an effective way to motivate students and tutors, increase retention and/or expand a program while maintaining retention rates.

Summary and Conclusion

The purpose of this project was to strengthen volunteer literacy councils' ability to offer an innovative curriculum and program monitoring system that meets the total literacy needs of the 0-4 level student, thus increasing student and tutor motivation and retention. Curriculum innovations were designed and implemented. A program monitoring system for testing and evaluation was put into operation. Tutors and students were offered 3 inservice seminars over a twelve month period. Each seminar was repeated in 4 different areas of the city for a total of 12 sessions. The first 8 sessions were for tutors. The last 4 sessions consisted of separate meetings held simultaneously for tutors and students. Responses were positive when follow up survey on the last seminar was conducted. Twenty-six out of twenty-eight tutors responded "yes" when asked, "Do you think tutor meetings, in general, are important for you?" Twenty-four out of twenty-eight tutors replied "yes" when asked, "Do you think it would be a good idea to continue student inservices?" These positive responses indicated the existence of a high degree of motivation.

Based on CFL's in-house statistics, the retention rate for the 1983 program year was 62%, which is 2% higher than the 1982 program year rate of 60%. More important however, is that the number of students enrolled in 1983 was 850, as compared to 399 in 1982; thus, the number of students served more than doubled with a 29% increase in retention in 1983 as compared with 1982. We can conclude that the inservice seminars increased the agency's capacity to expand and maintain a high retention rate be-

cause the seminars provided the support and motivation essential for serving more tutors and students. Pennsylvania Department of Education statistics (PDE) indicate a steady increase in student retention rates for this agency. The rates rose from 59% in July 1980 through May 1981, to 66% in '81-'82, to 72.8% in '82-'83. This compares with a statewide retention rate for the 0-4 level population of 63.9% in '80-'81, 62.9% in '81-'82, and 62.4% in '82-'83. The '83-'84 program year student retention rates are presently being processed by PDE. Since the time frame for this project was July '83-June '84, the jury is still out on documenting CFL's retention rate vis-a-vis this project. Again, however, the number of students enrolled, as well as the retention rate, need to be considered in the final judgment of the project's success. Since CFL's student population more than doubled in the last year, and the agency's attendance/enrollment statistics demonstrated slight increase in the retention rate, during that period there can be no doubt that the in-service training offered to tutors and students had a positive influence on participants' retention in the program.

Appendix

How to Conduct "Goal Setting and Study Skills" Inservice for Basic Literacy Students

by Rose Brandt

The first half hour of the workshop dealt with goal setting. After discussions of what goals are, how to go about setting them and why they are important (to yield a course of action) the worksheet"Goal Setting",p. 23, was distributed. Students were asked to start in the upper left hand corner and record some representation (a sentence, word or a picture) of a goal of theirs for ten years from now. In the top right hand box they listed a one year goal. In the bottom boxes they listed one month and one hour goals respectively.

Goals were shared and the resulting discussion covered the following points: how goals vary, how the length of time affects goals, the similarities and differences between dreams and goals, how realistic our goals are, how we proceed once goals are set, and the relative difficulty of setting long and short term goals. It was an almost unanimous feeling that the one hour goal was the hardest to set. Most students felt that this was because the one hour goal demanded action while the ten year goal was close to dreaming.

The discussion of goal setting was then shifted to studying. It was pointed out that in order to make good use of study time a person has to have a plan of action which can only result from clear goals. Students were reminded of their feelings about the difficulty of setting one hour goals and there was a brief

discussion about the problems which arise when it's time to study.

The workshop agenda, p. 29, was passed out. It was explained to the students that there was one hour remaining to the workshop and that the agenda represented a plan for achieving the goal of helping them to improve their study skills by learning two specific study techniques. The topics and the amount of time allotted for each were reviewed.

Brainstorming was used to compile a list of students' notions of studying, do's and don'ts and study secrets.

After the list was compiled, points were discussed. The points which were emphasized included:

> Individual needs vary in the studying as in other activities.
>
> Generally, a quiet comfortable, well-lit space is best.
>
> Study for a reasonable period of time-not too long or too short.

Ten minuutes were spent on the first study technique, S-S-S, which stands for "Say it, Spell it, Say it". In this technique, the student chooses a word he/she wants to learn either to read or to spell. Looking at the word the student says it, spells it and says it again. The student then closes his/her eyes and repeats the S-S-S method while trying to picture the word. Finally, with pencil in hand, the student says the word, spells it and writes it simultaneously, and says it.

The S Q 3R method comprised the final 30 minutes of the workshop. In this technique the student is taught to survey, question, read, record/recite, and review. In the surveying

phase, the student looks over the following as appropriate:

the cover, title page, table of contents,

index, chapter headings, illustrations,charts, etc.

To help students understand the value of this, the worksheet "Skimming and Scanning", p. 24, was used. First, students were familiarized with skimming using the list of women's names. Then, they surveyed the table of contents and index to find out what information these contained about a book.

The entire S Q 3R method was applied to the article "From Caterpillar to Moth", pp. 25-26, surveying the title and illustration, and looking over the questions to be completed at the end of the passage (included at the beginning here for ease of instruction). Then the student is asked to formulate some questions of his/her own. (Research has shown that good readers constantly formulate hypotheses and revise them as they read. The student then reads the passage. The information read is recorded in some way, in this case, sequence of events was a logical way to summarize the article. As a review, students recounted the details of the life cycle of a moth.

In the last few remaining minutes, the workshop agenda/plan was reviewed and the success of the plan evaluated.

Two additional worksheets were distributed for students to use in conjunction with their tutors. "Your Crazy Bone", p. 28, reviews S Q 3R. "Grouping Ideas", p. 27, reviews classifying, an important study skill.